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VOL. XIII.

ST. LOUIS, SEPT., 1880.

No. 9.

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We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

Our associate editors are only responsible for such articles as appear over their own signatures or initials.

THAT contract for the next school term ought to read, "Salary to be paid at the end of each school-month."

Taxes are easily collected this year. With the great crops money is plenty—a new era of prosperity has come to us, and the solid, faithful, efficient work done by our teachers in this

State, should meet with generous and prompt recognition.

Prof. BALDWIN says he has never witnessed such interest and enthusiasm on the part of both teachers and people, as during the past sixty days' canvas. The teachers' institutes are full to overflowing; school officers attend largely; the teachers take hold and work with great zeal; the people everywhere say—"the time our children attend school is so limited that we want and are willing to pay for the best teachers."

We shall be glad to answer numerous inquiries in regard to books and papers and magazines for reading clubs, in our next issue.

In fact our teachers can almost make themselves indispensable in the school district by helping to gather the people together for the purpose of social and intellectual culture.

Much of the idle gossip of the neighborhood, out of which the divisions and estrangements come, would be done away with, if the minds of the young people, and the older people too, should be engaged and interested in topics brought out by an interesting reading club.

Not all would attend, but very soon the leading and controlling elements of the school district would come, and in this way there would be a public sentiment created going far to sustain those who are "working up" to be good citizens.

THE teachers of Gasconade county have secured from five to eight hundred more readers for this journal than it had last year. In Herman all the people unite and keep up a splendid school ten and eleven months in the year.

Cleanliness, method, and regularity are among the first and most necessary elements of popular education.

Every rule requisite to maintain or impart these should be diligently and punctiliously enforced.

THE smallest school can easily secure a half-dozen copies of *Wide Awake* or *St. Nicholas*, with their wealth of illustrations and interesting stories. The children, and the parents too, will be greatly benefited by looking at the pictures, so curious and mirth-provoking, and pathetic, and ludicrous. The reading matter also will enlarge the interest and mental horizon of all.

We hope every teacher who reads this will write to the publishers, D. Lothrop & Co. of Boston, for *Wide Awake*, and Scribner & Co. of New York, for terms on *St. Nicholas*.

Do not allow a week to go by without starting something in this direction.

How the child is to work, to behave and to do; those are the questions to which he seeks answers in schools.

Missouri Normal Institutes.

MORE Normal Institutes were held in Missouri during July and August, than during all the previous history of the State. About one-half of all the counties in the State held Institutes, varying in duration from one to six weeks.

Many of these Institutes are reported as having done most excellent work. Good attendance and great interest were secured among the people as well as the teachers. Nearly all have given satisfaction, and a grand foundation has been laid for coming campaigns, and for better legislation, too.

So far, this is purely pioneer work; the State, instead of aiding, taxes the teachers \$1.50 annually, for a license to teach. Low wages and short school terms are not especially encouraging, yet the teachers of Mis-

souri are bravely overcoming these difficulties. They do all the work and pay all the expenses.

When the 11,000 teachers of this State, with one voice, ask our next Legislature to devote the \$1.50 paid by teachers for license, to the support of the Normal Institutes, will even one representative vote no?

No other instrumentality can so effectually reach and elevate the entire body of teachers, or so effectually educate the citizen as to the money value of good schools. B.

REMEMBER, every conversation with company at your table is an educator of the family. Hence the intelligence and refinement, and the appropriate behavior of a family which is given to hospitality. Never feel that intelligent visitors can be anything but a blessing to you and yours. How few have fully gotten hold of the fact that company and conversation are no small part of education.

Welcome the intelligent neighbor, the intelligent stranger.

WHEN we meet to read, or to sing, or to talk, we at once put ourselves *en rapport* with the best within, and the best without—and each one doing this, we get a volume of influence generated that will carry us on and carry us up in the scale, intellectually and morally. That is, in meeting for social converse, we hold in check evil expressions and evil tendencies. This is a very large part of education which school training gives.

Children in the school learn to be quiet, learn to respect the rights of others, learn to curb their own impulses.

WHEN a traveler returneth home, let him not change his manners for those of foreign parts, but only prick in some flowers of that he hath learned abroad, into the customs of his own people.

THE PLAIN FACTS.

IT is well, now that the schools are about to commence again, to consider for a moment what we propose to do.

There is just now a clamor for a more practical education.

What can be more practical or more useful than to teach the children how to use the "Tools of Thought?"

Our teachers understand that these "tools of thought" unlock all doors—they are the "keys" which open both the world of matter and the world of mind.

When a child, when all the children have been taught to *read*, to *write*; when they have been taught to master arithmetic and geography, and grammar; the special function and object for which the public school is established, then they are ready to go on and master *all* branches of human learning.

This is the work our teachers are doing.

Let us follow up the statement a little further.

Prof. Wm. T. Harris states the case as follows: He says with these "Tools of Thought,"

I. Reading and Writing.

II. Arithmetic.

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We master and bring to all the culture and power of civilization. When you teach a child

TO READ

he goes out immediately beyond himself, beyond what he sees and hears, into communication with his fellow men everywhere, and in all time.

Space does not limit him any more, for the printed page of the text-book and

THE NEWSPAPER

gives him a survey of the life of the world and a knowledge of what the world is doing. He is not limited by time; for the libraries open their doors and he associates with and listens to what Socrates and Plato, Confucius and Zoroaster have said, and no empty gossip escapes from their lips! Faint echoes come down to him from the Chaldean oracles, and the Phœnician or Cushite civilization—most ancient of all.

He lives then not only in the present, but reaps the benefit of the culture and experience of the past.

Our teachers have done more than this; they teach more than mere reading. The children are taught

TO WRITE.

What then; when the child can read, it has something to think of, to reflect upon, to *communicate*. So the child can write its own thought, and thus be present to others far separat-

ed in time and space. These branches are the alphabet of all others, and lead to them.

Is not this plain, the value of reading and writing? Can anything be substituted for these branches?

Arithmetic enables him to measure quantities, to barter and exchange, to go with his thought and the result of his labor into the markets of the world and supply himself with all things needful for his culture and his comfort and the culture and comfort of all others.

GEOGRAPHY

Enables the pupil to understand the growth and production and means of transportation of all lands and climes, so that they become in an important sense contributors not only to his comfort and the comfort and culture of all, but to the wealth and power of all. The world through knowledge of geography is all a part of his patrimony, the patrimony of each individual. His farm, trade or profession furnishes him certain things through the medium of certain activities; so likewise does all the world contribute to him.

Geography shows not only what the world produces, but how to get at it.

Every civilized man is interested in the cotton crop of Mississippi and Texas, the wheat crop of Illinois, or the iron crop of Missouri, or the manufactures of England and Massachusetts, just as *really*, though not so vitally, as the farmer of Texas, the miner of Missouri, the manufacturer of Manchester or Lowell. Thus geography comes to be one of the indispensable branches of education.

Is there anything we can substitute for this?

GRAMMAR

Gives us the formation of language, exhibiting the stages by which pure intelligence becomes master of itself, and able to express itself. The profound analysis and superior grasp of thought which grammar gives, as compared with mathematics and physical sciences for example, has long been noticed by educators. It is emphatically a *culture* study. It marks the educated man from the illiterate; the former uses language with conscious skill, the latter without skill.

The ignorant person cannot express his thought; has not much in fact to express, and so blunders not only in the use of language, but in nearly all other things.

HISTORY

Initiates the learner into past existence, in the same sense as geography into his outside (and out of sight) existence. For the precedent conditions of the individual belong to and are a part of his actual existence.

This is the real philosophy of education; the real and substantial work

our teachers are doing, and we want the people to understand it, and we want the teachers to be able to explain it.

What can be more *practical* than such work as this?

Can anything be substituted that compares in importance with these five branches of study?

If so, what?

STATE THE FACTS.

IT ought to be stated and re-stated so often that all the people shall know that the burden of taxation does not come from education—from the *cost* of schools and the employment of competent men and women as teachers.

It comes from ignorance, from incompetence, from crime and pauperism, from the *lack* or want of education. If the people who pay the taxes were enlightened upon these points—if our teachers would take the facts as they exist, and use them, it would disarm very much of the prejudice which is created by the cry of hard times and high taxes on account of schools.

Intelligent people *produce* more than they consume. Intelligence begets industry, and when people earn money they save it, and invest it.

Intelligence pays; ignorance costs; property pays the cost of ignorance and of crime all the time.

There is a question of *productive industry* and of sound political economy entering into good schools or poor schools, which ought to command immediate and persistent attention.

A READING CLUB.

HOW about that reading club?

A half dozen older, brighter pupils; a half dozen of the more intelligent people outside the school enrollment; two or three of your friends living near or more remote, are all that you need to start with.

The club, when once started, will surely grow in interest, in members, and in power of helpfulness, too.

Only start it.

Don't delay a week. The teacher who leaves the little school district without having organized a reading club, quite fails to do his or her duty, and omits one of the most important factors yet devised for utilizing and spreading the facts and lessons gathered from the text-books.

We shall be glad to furnish any information desired in regard to "How to do it."

Reading clubs cost but a trifle—not half as much per month as some gentlemen teachers expend for beer and cigars. Their influence for good is very great on the individual teach-

er, the pupils, and the patrons and tax-payers.

The lady teachers are already at work in many school districts.

We know of a large number of these reading clubs which were organized last season, have been kept up with a growing interest all summer, and a new and larger supply of magazines and books have been secured for next winter's reading.

TECHNICAL EDUCATION.

WHAT is it?

What do we mean by it?

Prof. R. Wormill of London, in a late address said: "I shall suggest as a suitable definition for the present time, that Technical Education is the development of the qualities of head and hand which are required for the successful pursuance of trade, and the progressive extension of our arts and manufactures."

This definition recognizes the direct connection of Technical Education with trade, commerce, manufacture, public works, agriculture, navigation, architecture, etc., and is consistent with the view that one of its principal aims is to lead each to know more thoroughly the fundamental principles of his own calling.

It enables us at once to trace the connection between Technical Education and the teaching of Physical Science. We often find the statement of its need, coupled with the complaint that workmen, in all trades and all professions, are too much inclined to work by *rule of thumb*, and are not fully conscious that *Science* is now the sole foundation of skill.

The knowledge required in our skilled trades and professions was formerly based on tradition. The three mysterious powers of heat, light, and electricity were regarded, until very recently, almost as supernatural agencies; and yet much of the work of the skilled men of our times consists in the liberating and controlling of heat, in the manipulation of the sun's rays, in the initiating and directing electrical currents.

Traditional knowledge is now of little use; hence the need of Technical Education. But do we simply mean by it, the teaching of Science? We mean more. It involves the teaching of Science in a particular way. It is intended to promote the application of the discoveries of abstract science to the speediest, wisest and most economical solutions of the

PRACTICAL PROBLEMS

of daily life and business.

There is a kind of science knowledge that is almost synonymous with practical wisdom; and there is a form of science which is fastidious and assumes airs, and despises prac-

tical usefulness, its proper offspring. Science knowledge, when judiciously selected and appropriately taught, adds very materially to the chances of industrial success, and Technical Education involves the teaching of science with this view. It is not a knowledge merely of natural laws that makes a people prosperous, it is the power of applying them to the every-day purposes of life. It is this application of science that is involved in Technical Education."

Every strong school, every vigorous, competent instructor, strengthens the whole system of education, and tones up public sentiment in the right direction; but every weak, incompetent teacher, tends strongly in the opposite direction; hence the teachers themselves should sustain the county commissioner and county examiner in keeping up the grade and qualification of teachers.

The people are ready to pay for good work, but they want to be sure they are getting it. Only competent teachers can do it. Ignorance costs. Intelligence pays.

TEACHERS can now procure the "Prize Essay," by Prof. H. H. Morgan of the St. Louis High School, by writing to G. I. Jones & Co. of St. Louis, and enclosing 18 cents. It will be sent postage paid for this.

It is the best document to read and circulate among the people, on the school question, that has been published for years. Teachers need to reinforce themselves with some of these facts and arguments, so plainly, strongly, and tersely stated.

Do not fail to get it, and read it and circulate it.

ORGANIZE the reading club; get the people together; take council from the politicians; multiply meetings; interest and educate the people—let them know what you are doing with and for the children. Let them see that money paid to sustain the schools six and nine months in the year is a paying investment. Fill up the columns of the local papers with short, spicy, interesting items in regard to the success and progress of the school. Create an interest, and make the education and training of the children the first and foremost thing in the community. Be a leader, a worker, strong, sweet-spirited, modest, but persistent and hopeful, and your success is assured.

None can stand against work seasoned by these qualities.

In many counties nearly every teacher and large numbers of school officers take and read and circulate this journal.

WHAT IS THE USE?

ONE of our Missouri exchanges asks the following questions and makes the following statements:
How is it?

"What is the use of all the splutter about the Emigration Convention? If the whole country was an emigration society, pleading to the people daily to come among us, what good would it do?

When people want to locate in a new country, they first desire to see some evidences of improvement and enterprise. And if the people of this county desire to fill up their vacant space, they will have to put a different foot foremost, and listen less to men who are striving to keep our county and town in the background, and who, if sifted down, amount to but little more as citizens than those who they say can leave if "our county" don't suit them.

We hope the school board will take some action on the school house matter other than has been already had, and furnish a place where the children can go to school."

All of which is good advice. Ignorance costs, and taxes have to be paid to punish criminals. It is better and cheaper to educate people to take care of themselves, and taxpayers will find this to be true if they examine the matter.

Intelligence pays. Ignorance costs.

Money Orders.

Money orders can only be obtained at designated money order offices, of which there are in the United States 4,512. Money can be sent to any part of the United States with absolute safety, by obtaining a money order, for which the fees are: not exceeding \$15, ten cents; over \$15 and not exceeding \$30, fifteen cents; over \$30 and not exceeding \$40, twenty cents; over \$40 and not exceeding \$50, twenty-five cents.

No order issued for more than \$50.

All money should be sent us by registered letter or by postoffice order for subscription to this journal. If not so sent it comes at the owner's risk. All postoffices will send registered letters.

It costs but a trifle to send a dozen JOURNALS to the school directors and the leading people of your district. Teachers are doing more and more of this every month.

Prof. Morgan's series of articles on "The Public School Question," have been widely circulated by teachers in several States. It is a good plan to keep the people posted up.

The politicians understand this. We hope our teachers will do more of it.

TWENTY, thirty, forty, and in some instances, sixty subscribers to this journal, have been sent in from some of the institutes and educational meetings held the last month.

Teachers, and school officers too, get the idea that the practical suggestions for organizing, conducting and sustaining the schools, should be read more widely by the people, hence they have made a very successful effort to extend our circulation.

Of course teachers will reap a large and permanent benefit from this. It is what we do not know that hurts and harms us all the time.

"Circulate the printed page." Post up the people!

Our teachers and friends do themselves credit, and very materially strengthen our hands, when they mention having seen the advertisement from which they order goods, in the *American Journal of Education*.

Our advertising patrons say they hear constantly from advertisements put into this paper.

By carefully reading these advertising columns you will frequently save three or four times the cost of the JOURNAL for a year, in knowing what to buy and where to buy.

ONE teacher writes as follows: "As a result of your address to the people here, our school board have advanced the wages of our whole corps of teachers from eight to twelve dollars per month, and what is better, have given us some 'tools to work with.'"

As soon as the people are convinced of the fact that education is a necessity, and not a mere "accomplishment," just as fast as our teachers show real practical work, and real substantial progress, just so fast wages will be increased, and incompetent workers will be left out.

A wagoner whose vehicle had stuck in a rut, prayed to Hercules to lift it out. Hercules answered: "Put your shoulder to the wheel."

Wise men are not wise at all hours, and will speak five times from their taste or their humor, to once from their reason.

We can only see what we are, and if we misbehave we suspect others.

Work is victory. Wherever work is done, victory is obtained.

Honor him whose life is perpetual victory; he who by sympathy with the invisible and real, finds support in labor instead of praise; who does not shine, and rather not.

Our chief want in life is somebody who shall make us do what we can. This is the service of a friend.

We do not make this a medium for grumblers to use to beat down the schools. We do not put clubs into the hands of ten thousand enemies each issue, which can be used to destroy the influence of the men and women who are devoting the best years of their life to the education of the children.

MANY of our teachers often order a few extra copies of this journal, to circulate among the parents and taxpayers, and they do a wise thing in this. Teachers in Tennessee, Indiana, Texas and Kansas, have ordered copies containing the articles by Prof. H. H. Morgan, on "The Public School Question."

It is as strong and convincing in its statements as the "Prize Essay," and a good document to circulate.

Yes—we have the form of an organization for a "Reading Club," and will try and find room for it in the next issue.

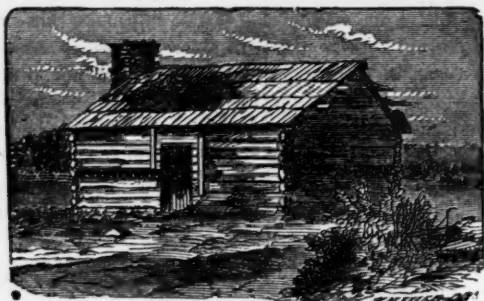
The people, from present appearances, we think will be well "stirred up" during September and October, with "political clubs," but early in November they will see how empty and frothy a mere political campaign is, and be ready and willing to take hold of something permanent for local, mental, and social improvement.

Then let the teachers and others be ready to unite and organize a non-partisan, non-sectarian reading club, and gather the people together for a campaign for mutual mental, social and moral improvement.

A nation prospers in proportion to the work its people do. Intelligent men do better work than dullards. Trained and skilled men do better work than clumsy and awkward ones, and the more any man knows of the objects and methods of his work, and of the work of all those who co-operate with him, the more likely he is to do his own part well, and so as to make it exactly fit into and form one with the work done by his neighbors. An intelligent community of workmen will waste less in time and material, and give a higher value as well as quality and durability to all their work, than ignorant, unrefined, and ill-educated men.

To recognize merit, a man must first have it.

EDUCATION will never be adequate to man's wants until it aims at teaching him the qualities of the natural elements which Providence presented to him; how he might deal with them so as to extract the greatest amount of benefit from them, and the relationship between them and his own constitution.



THE OLD SCHOOL HOUSE.

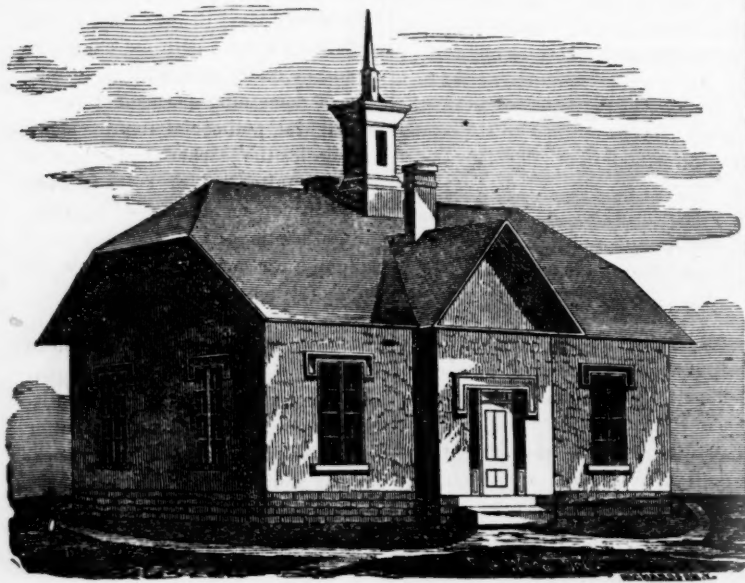


THE OLD SLAB SEAT.

Look on this Picture!

Here is the primitive "Old School House," desolate, unattractive, leaky, the doors off the hinges, greased paper over the cracks in the logs for windows, and the traditional "Old Slab Puncheon Seat," the legs sticking up through a couple of inches—rough, squeaky, uncomfortable! What a place in which to educate *your* child. Surely, something better ought to be provided for your children.

In our last issue, at the request of Hon. J. L. Denton, Supt. of Schools of Arkansas, we published cuts and full explanations of three styles of modern-built school houses. Since then a number of inquiries have been made for a cut and ground plan of a larger house.



MODEL FOR A TWO ROOM SCHOOL HOUSE.

We present a design and ground plan which will meet the wants of such school districts as have two departments, a primary and intermediate grade. It gives two excellent school rooms, well lighted and well ventilated, connected by folding doors, allowing the two departments to unite in general exercises, or to throw the two rooms into one for exhibitions.

In sparsely settled neighborhoods, where school houses are frequently used for meetings and other purposes, this would make a very useful building.

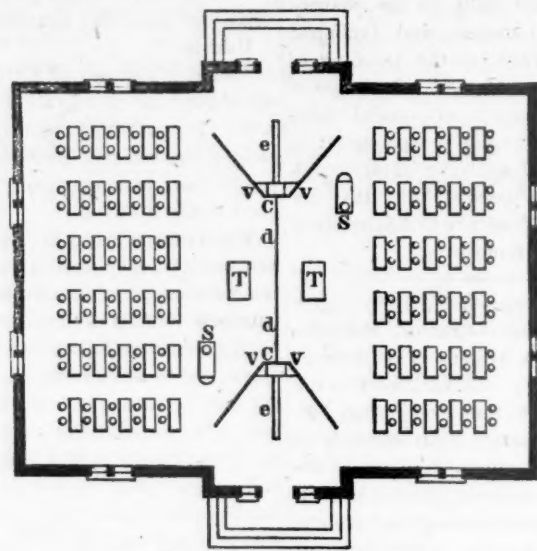
There are two entrances, in opposite sides of the building, one for boys and the other for girls, and by a somewhat novel arrangement, a sort of

double hall is afforded each side, without the expense of wings. The entire building is 36 by 52 feet, making each school room 34 by 25 feet, with 14 feet space between the floor and ceiling.

More and more our best teachers are, in their teaching, using the blackboard, employing the eye and training the hand to draw, at the same time. Every available space within reach, upon the walls of the school room, should be covered with blackboards of *Holbrook's Liquid Slating*, the best.

This house can be built and substantially furnished with the *New Patent Gothic School Desks*, or the *Combination Desks and Seats*, Teach-

er's Desk, Chairs, Blackboard, Globe, Maps, Charts, Bell, &c., for from \$1200 to \$1500. The architect, Mr. C. B. Clark of St. Louis, will furnish any further information desired, cheerfully and promptly.



GROUND PLAN.

d d—Sliding doors, sliding into the double partition, e e, partly dividing each hall. C C—Chimneys coming two feet below ceiling, and allowing sliding doors to pass beneath them. S S—Stoves. V V—Ventilating flues coming down to the floor, and opening above ceiling in ventilating flues in chimneys. T T—Teachers' Desks.

SCHOOL FITTINGS.

Much has been said on this subject already, and yet in this country and in Europe the matter is attracting more attention to-day than ever before, and that too, because of the dangerous results to the eye sight of the pupils.

In a recent report on *short sightedness*, it was ascertained that Dr. Cohn of Breslau had examined ten thousand children, and demonstrated that

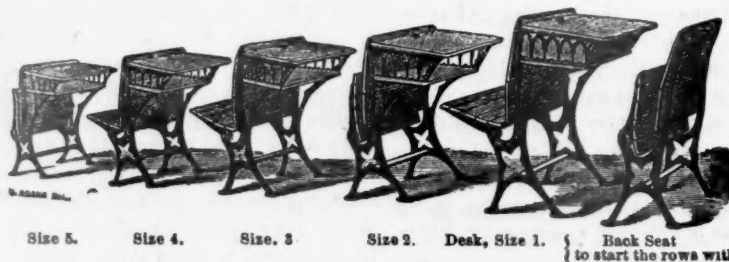
the defect increased progressively in the gradual ascent of the pupils from the elementary to the upper schools,—that is, the more they worked the worse did the defect become.

Dr. Cohn, in view of this, said: "It would be well that our school boards should ordain that school fittings should be such as to secure the objects indicated above; that

SCHOOL SEATS AND DESKS

shall be properly constructed, that the light shall be good, and above all, that the pupils shall not be overtasked. Nothing they can learn can compensate for this grave physical defect."

It was with special reference to these points that the *Patent Gothic Desks and Seats* were constructed, as illustrated in the following cuts:



These *Patent Gothic Desks and Seats* were designed by Prof. Cutter, the eminent Physiologist, and are true to anatomical principles: the inclination of the former and the curve of the latter are so correct, that they conform *exactly* to the person of the occupant, and the pupil sits in an easy, upright, and healthy position in using these desks. And the testimony of teachers of large experience is uniform and abundant that these desks, by their peculiar construction, do meet and overcome this difficulty. In order to do the most work, and the

best work, in the least time, pupils should not only have properly constructed desks and seats, but teachers too, need blackboards, maps, charts, globes, &c.

President Baldwin, in an article on *School Apparatus*, published in a late issue, demonstrated the fact that a teacher with a set of *Outline Maps*, *Charts*, a *Globe* and a *Blackboard*, can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids. In other words, a teach-

er will do *twenty or thirty times* as much work in all branches of study with these helps as he can do without them—an item which school boards should no longer overlook.

School officers as well as teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible, as the time pupils devote to school is found to be less, on an average, than *three years*.

ARKANSAS.

Letter from Prof. Ladd.

Editors American Journal of Education:

NOW that I am about to close my engagement in Arkansas, I feel that it is fitting that I should say a few words. I came a stranger among this people in August, 1879, and have been in the State most of the time since, aiding Hon. James L. Denton in educational work.

It is no idle, unmeaning compliment when I say I feel profoundly grateful for the many tokens of regard and appreciation with which I have been honored and cheered. The people have received me at their homes with a lavish hospitality, and have shown their warm-heartedness by innumerable acts of thoughtful kindness.

I cannot forget the many courtesies and encouraging words of the press. It affords me sincere pleasure to bear testimony to the fact that Arkansas journalism is loyal to the great cause to which I have consecrated my life. The teachers of the State have endeared themselves to me by the friendly interest they have uniformly expressed in my welfare. I am delighted with their ardent devotion to their noble work, and the eagerness with which they embrace every opportunity for professional improvement.

I do not hesitate to say that Arkansas has a near and glorious future. Her climate is charming, her resources are abundant, immigration is pouring in, and in many places the people are in a blaze of educational enthusiasm. The triumph of free schools is assured.

It is extremely fortunate that the educational department of the State is in charge of a gentleman so eminently energetic and capable.

State Superintendent Denton performs his work with intelligence, fidelity and zeal. He is fertile in resources. His vindication of popular education is lucid, forcible, exhaustive and eloquent. It is gratifying to the friends of the cause to witness the pride that is felt in his administration, and the cordial sympathy that his laborious efforts everywhere inspire.

I bid adieu to this young and growing State with a strong faith in her rapid development, and shall watch her history with a wakeful solicitude. Very respectfully yours,

JOHN J. LADD.

THE SCHOOL FUND.

THE next Legislature of Arkansas ought to provide a remedy for the teachers of the State in the shape of such legislation as will take the school fund when collected, and pay it over to county treasurers as fast as collected. The teachers can then be paid each month, as they ought to be paid.

The Little Rock *Democrat*, in a late issue, says: "For some time there has been considerable clamor from different portions of the State, on account of the failure to distribute the school fund. Last year it was distributed July 16. The present delay is caused by the failure of the sheriffs to make settlements.

The State Superintendent is now at work on apportionment, and the usual official statement will soon be sent out to school officers. Mr. Denton began work on the apportionment as soon as he learned from the Auditor the amount subject to distribution. In the delay this year no blame can attach to the Superintendent, as he would be glad to make the apportionment at as early a date as possible."

It is a good plan to publish in the county papers the amount of school funds on hand, and the way the fund is expended. The people want to know where the money goes.

THE delay in distributing the school fund of Arkansas was caused by the failure of the sheriffs to make settlements.

What were they doing with the people's money? With money that ought to have been paid to teachers at the end of each month?

Let us have this matter looked into a little. Teachers should be paid at the end of each month, as other people are paid.

We print elsewhere a farewell letter from Prof. J. J. Ladd of Virginia, who after months spent in Arkansas, under the auspices of the Peabody Fund Committee, inspecting the common school system of that State, and aiding in its development and improvement, has now returned to his home. Prof. Ladd has done much good and valuable work during his stay, and we are glad to know that he leaves with good impressions of the State and people, and with confidence in its future rapid growth, development and prosperity.

THE Des Arc *Citizen* says: "For two years no tax has been voted, and the district is now about without funds. There are two hundred and thirty children of school age in this district, and a tax of five mills will give us a free school for five months. With one or two exceptions every school district in the county has voted a tax every year, and we cannot afford to be behind every district in the county, especially when we need and can have all the advantages of a free school. We are satisfied the people of the other districts will do their duty by voting a tax, and hope No. 5 will come up with a five mills tax."

THE AMERICAN JOURNAL OF EDUCATION has again been endorsed by the State Teachers' Association of Arkansas.

The following preamble and resolutions were unanimously adopted at its last meeting:

Whereas, the *American Journal of Education* has a department devoted to the educational interests of Arkansas, edited by State Superintendent J. L. Denton and others, therefore,

Resolved, That the members of this Association give it their hearty support as the educational organ of the State.

Prof. Edward B. Neeley, of St. Joseph, one of the most prominent and successful educators in the West, gives the *American Journal of Education* the following earnest words of commendation in a letter to one of the daily papers in that city.

He says: "Its managing editor, Mr. J. B. MERWIN, is known all through the States as an able writer and lecturer, and is one of the most earnest and efficient advocates of popular education in the country. I know him not only by reputation but personally, and hence speak advisedly."

Many of the articles are worth infinitely more to our teachers than the price charged for a year's subscription. No teacher or school officer can afford to do without this journal, and the teacher who tries to dispense with it will soon find that he or she is behind the times.

But not only should every teacher in the State subscribe for and read it, but every school officer, whether he be director of a sub-district or clerk of a school board, will find it of great assistance to him in the discharge of his official duties. Two features, in particular, render it of special value to school officers. One is what is called the 'official department,' which contains each month the opinions and decisions of State Superintendents upon the doubtful and less understood

portions of the school law. This feature alone makes it worth more than the subscription price to our school officers, many of whom are inexperienced and at a loss frequently to understand our school law with its various amendments.

The other feature alluded to, is, that each number of the *Journal* will contain an elevation and ground plan of a school building, designed to accommodate from forty to two hundred pupils. This is, indeed, a most interesting and valuable feature. If the school authorities in our country had access to the information which will be imparted in this way, through the pages of this journal, many serious mistakes in the construction and furnishing of school houses would be avoided."

The special aim of

THIS JOURNAL,

in all its editions, is to show in each issue not only what, but how much our teachers and school officers are doing and need to do to build up the schools and to properly educate the people.

We are sure, when the patrons and tax-payers understand these facts, they will cheerfully provide for the more prompt and liberal payment of the necessary expenses to sustain the schools.

Will our friends please point out these facts and items to their patrons and the tax-payers?

Among those who have read and circulated this journal among the people for years, the testimony is unanimous, that it brings back in money four-fold its cost to its subscribers.

We shall be glad to mail sample copies to any teachers and school officers whose names and postoffice address our friends will be kind enough to send us.

Two million nine hundred and ninety-six thousand five hundred and thirteen letters and parcels sent to the dead letter office in Washington, during 1879!

Children ought to be taught in school how to date, write, fold and direct letters properly. In view of the official record in regard to the number of letters sent to the dead letter office, don't you think so too? Let us be practical in our teaching.

THE first thing that you require is a true philosophy of mind, then teachers well trained and instructed according to this philosophy, shall be ranked as high in public estimation as any class of professional men.

What a boundless outlook that of schools, and improvement in school methods and school purposes.

TENNESSEE American Journal of Education.

THE promised biographical notice of our late associate and universally lamented friend, Prof. W. F. SHROPSHIRE, did not reach us. He died in the harness, greatly loved by all who knew him. The State of Tennessee, and the whole Southwest will mourn his loss.

To his immediate family and friends we tender our warmest sympathies.

We were promised, and expected to publish in this issue, an extended notice of his unparalleled labors in the cause of education, to put Tennessee in the foremost rank as a great and prosperous State. J. B. M.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1880.

W. F. Shropshire, Editor Tennessee Edition:

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

TENNESSEE OFFICIAL.

THE State Superintendent's Institute and Convention of Teachers for the Seventh Congressional District, was held at Pulaski, Giles County, Tuesday, Wednesday, Thursday and Friday, Aug. 24, 25, 26 and 27.

GENERAL TEACHERS' INSTITUTES.

The State Superintendent announces the following corrected list of appointments for Congressional Institutes. The county superintendents in the districts are requested to render needed assistance in arranging committees, halls for meetings, music and programmes:

2. Jackson, Madison County, September 1, 2 and 3.
 3. Springfield, Robertson County, September 15, 16 and 17
 4. McKenzie, Carroll County, September 28, 29 and 30.
 5. Concord, Knox County, October 13, 14 and 15.
 6. Somerville, Fayette County, November 3, 4 and 5.
- LEON TROUSDALE, State Supt.
NASHVILLE, August, 1880.

LOCAL COMMITTEES.

Arrangements.—Capt. Charles P. Jones, Capt. John C. Lester, W. C. Nelson, John R. Jones, F. Smithson, Jno. C. Ray, Geo. B. McCallum, H. R. Steele.

Reception.—Dr. E. Edmundson, F. Winship, Hon. Thos. R. Jones, Dr. Joseph C. Roberts, Prof. W. T. Mann, Wm. H. Rose, Frank Bunch, Wm. J. Craig, Col. John G. Balentine.

The Committee on Music (both for the Institute and the State Association) will be announced on the first day of the Convention.

Arrangements are in progress for the most favorable reduction of railroad fares on all the principal railroads, for persons who may attend either meeting.

OPPOSITION SILENCED.

HON. LEON TROUSDALE, State Superintendent of Pub. Schools in Tennessee, pays the County Superintendents of that State the following well-deserved compliment:

"Most of the County Superintendents have been active and intelligent, and many of them have exhibited a marked devotion to the great cause of education.

There are none of them whose compensation could have determined their zeal and activity, and had they not been animated by the highest motives, they would have been content with mere routine work. But they have done much more than this.

They have given to their labors the benefit of all their ability and experience, and in many cases have succeeded in building up such excellent schools in their respective counties as to challenge the approval of all the most intelligent citizens, and have thus virtually silenced opposition.

This is the great step gained in consolidating public sentiment in favor of the system, and thus making it permanent and unassailable.

The schools must make an advance towards meriting public confidence before they can receive it in good measure. At the same time the pronounced friends of the cause expect the system to be a growth of slow and patient labor. They do not anticipate sudden and immediate success at all points.

Neither do they expect at once to enjoy all the advantages of old and well-tried systems.

Nor are they hasty to adopt every suggestion of improvement which may come to them, even if they had the means. They will be governed by the maxim, "to prove all things and cleave to that which is good."

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

A FEW QUESTIONS.

Editors American Journal of Education:

WILL you permit me to ask a few questions, to-wit: Fellow Teacher, do you take and read the *American Journal of Education*? If so, you are, as you know, taking one of the very best journals published in the Nation; you are reading the writings of the best educators that the Republic has produced; you know precisely the condition of our school system in the past, and you know who now favor, and who oppose educating the people.

You have learned much about the "Theory and Practice of Teaching," and also the necessity of school organization and of attending teachers' institutes.

You know that you are better informed on all matters in regard to organizing schools and teaching, than you were previous to the time you subscribed to this journal. And still more, you know that you have realized at least ten-fold the value of your money. If you have studied the *American Journal of Education*, you have found it of great service in the school-room and outside your schools. Of course you are ready and willing to confess that it is worth ten times more than it has cost you.

If you are not taking this journal, now is the time to subscribe for it, as you have already lost much. You have missed a number of excellent lectures and other valuable articles of a practical character, which have appeared in these columns the past few months.

It is high time that you were getting out of the old ruts. Don't delay longer to subscribe for and read and circulate a copy. If you wish to be a successful teacher you must keep up with the times. You must read, study, think, act, consult with the best teachers, attend

TEACHER'S INSTITUTES, do and dare. The age demands cultured, wide awake, energetic teachers.

The drones are gradually dropping out of the profession, and their places will be filled by more intelligent, earnest and persistent workers. Try to honor your profession by being the equal of persons in other professions, and do not degrade it by lack of intelligence. See to it, that you put the very best work into your school.

Again we ask you to subscribe for and read and circulate this journal. It will make you a thousand-fold more useful, wiser and happier. My word for it. E. M. WRIGHT.

EAST TENNESSEE.

THE good things which belong to prosperity are to be desired, but the good things that belong to adversity are to be admired.

OUGHT not our teachers to have the pupils in their schools practice letter writing to some extent, so that they would know how to date, fold and direct letters?

We think so, from the fact that the postoffice department reports the number of letters and parcels sent to the dead letter office for 1879, as 2,996,513.

ONE great advantage of the "reading club" will be the bringing of the more intelligent and right-thinking people together, socially.

We are too much estranged; we live too much apart—isolated in both action and sympathy.

We shall find a vast amount of good cheer and good feeling following these little gatherings, and all the people will be the better and stronger for this mutual help, and this better acquaintance.

SOMETHING BETTER.

A TEACHER writing from Knox county, Tenn., in a private letter says: "A tremendous majority of our people are longing for something new. They say they have tried the old ways in farming, education, and almost everything, and have failed.

New and sensible plans, carried out with courage and ability, will meet with a hearty approval everywhere. To pass through the country and witness the anxiety of farmers to educate their children, draws upon our warmest sympathy and most earnest solicitude.

No one but those who have been reared upon the poorest hills in Knox county, can realize the difference in opportunities of an Eastern or Northern boy and one of our country boys. With no means of travel, no fine libraries, and with more or less imperfect schools, he sees but little hope of the future, until some teacher takes his hand and unfolds to him the wonderful possibilities of culture and energy."

He says truly that "it is the teacher's business to lead and not to be led. He must make himself complete master of the situation, or he will fail.

Have your own plans full of good sense, and carry them out at all hazards. Listen to all advice. Let the bad pass in at one ear and out at the other.

A sensible farmer said to me the other day, that he did not send his children to school to learn the ways and language of a farmer. He could teach that at home. He wanted something of a more refined order. If we display the capacity of a leader, people will follow us.

We should never cringe at preju-

dice or fogysm. This will never build up this country. Butt it squarely down, or, if it is too strong, drill a hole in it, fill it with powder, and blow it into a thousand atoms. So soon as a man begins to follow the plans of others, he confesses his ignorance and gets into trouble.

President Newton Bateman, late State Supt. of Public Schools of Illinois, says:

"With an abiding and ever-increasing faith, I believe in the necessity and beneficence of common schools, and I know that teachers' training schools—normal schools—are essential to the best results of any system of public education. That proposition has been argued and demonstrated again and again, and now rests among the established and irrefutable facts of our educational policy."

The experience of the educational world ought to have great weight.

Normal schools are recognized as the heart of our educational system, and the schools of no State or large city can ever prosper without them. From these institutions issue enthusiastic teachers, familiar with the most approved educational instrumentalities, and capable of infusing new life into the schools of the State.

SOUTH CAROLINA.

THE Christian Union says: "We note in some of our Southern exchanges a variety of incidents more indicative of the regeneration and re-building of the South than all political movements put together, for they concern those elements of social life which underlie and produce beneficent legislation.

Among these are the formation of an Anti-duelling Association, the object of which is both to develop public sentiment against duelling and to enforce laws hitherto dead letters, upon this subject. And this association has the warm indorsement of Senator Butler and the Charleston News. In

SOUTH CAROLINA

restrictive regulations have been passed against the sale of whiskey. The grand jury in nearly every county has made some utterance against it, and an attempt is to be made to recognize the Sons of Temperance; and to secure the co-operation of temperance workers in a vigorous anti-liquor campaign. The

NORMAL INSTITUTE

for the State was held by Prof. Soldan, Principal of the St. Louis Normal School, during the month of August, lasting three weeks, with a course of study including all branches taught in schools, and special instruc-

tion in advanced methods of discipline and teaching.

This is the first Institute of the kind ever held in South Carolina and an important step in the educational progress of the State.

Scarcely less important, as an indication of advance, is the proposal, coming from the Mississippi Valley Cotton Planters' Association at Vicksburg to the Chambers of Commerce and the Cotton Exchanges of New Orleans, Memphis, Little Rock and Montgomery, to co-operate in arranging for a series of fairs to be held in those places during the coming autumn, for the purpose of exhibiting various patterns of agricultural machinery in use upon the cotton plantations of the South.

The improved plows and cultivators familiar in the Northwest are almost unknown in Southern fields, and the fact that these great representative bodies are inclined to work together, is an indication not only of an increasing readiness for agricultural improvement but of that hopefulness which is born of an increasing agricultural prosperity.

A community which can put down violence, whether in the form of a duel or in a less reputable form, can give effective battle to whiskey, can establish a good school system, and can develop its agricultural interests, is on the high road to prosperity, whatever its politics and whoever is President."

We scarcely need say a word to the teachers who last year organized in their schools a "reading club"—more than to go ahead with something better and stronger. They all speak of the benefit, socially, of these gatherings, as well as of the intellectual and moral advantages.

There is, we shall find as soon as we bring the people together in some sort of an organization, where each concedes and defers to the feelings of others, an immediate and permanent feeling of self-respect and self-help.

Beside this, it will promote an interest in the better things which tend not only to build up individual character, but to build up a peaceful, intelligent neighborhood.

Our teachers can do as much for their pupils and the school district in this indirect way, as they do directly by their teaching in the school.

EDUCATIONAL meetings ought to be multiplied this winter. Call them by any name you choose, but pour in such facts and arguments as one finds in the masterly prize essay of H. H. Morgan of the St. Louis High School.

G. I. Jones & Co. of St. Louis, can and will for a mere trifle, furnish this "Prize Essay" in pamphlet form. Write them direct.

Elective Studies in Schools and Colleges.

BY W. T. HARRIS.

IN order to discuss intelligently the question of equivalents in a liberal course of study, it is necessary to determine which studies are formal and which substantial.

We must survey the province of knowledge so far as it represents the growth and development of humanity and its instrumentalities of preservation.

There meets us at first the two-fold division of topics of instruction:

I. Nature; II. Spirit; Nature signifying the world of unconscious being, and Spirit the world of conscious being. The science of nature readily divides again into two aspects: that of inorganic nature and organic.

I. Inorganic nature: there is the science of mathematics which treats of the laws of time and space—or the general form of all nature in so far as it is quantitative. Secondly there is physics, including both molar and molecular, or "natural philosophy" and chemistry; this science treats of matter in its quantitative aspect also. Inorganic nature is studied by enumeration and measurement.

II. Organic nature: Relating to this there is natural history and all other sciences that have for their object a movement or process that is of the character of a cycle or return into itself. Not only the science of the plant and animal, but astronomy, meteorology, geology, geography.

The sciences relating to man as a spiritual being are to be classified under three heads: (a) theoretical, or relating to the intellect; (b) practical, or relating to the will; (c) aesthetical, or relating to the imagination or emotional nature.

The three divisions of studies relating to man as a spiritual being include, under the first or theoretical aspect, Language Studies or Philology: the science of the instrument invented for the reception, preservation and communication of thought. Besides this, logic, rhetoric, mental philosophy and psychology.

Under the second aspect, that of the will or practical mind, belong Civil History, which portrays man's progress in realizing forms of freedom by means of political organization; Social Science, which investigates the evolution of the institutions of society—the family, civil society with its subordinate phases of division of labor, education, eleemosynary systems, etc.

Thirdly, under the aesthetical and emotional division of mind we have the fine arts, and especially literature. It is the province of literature to pre-

sent in its various forms the manifold collisions that arise between man's real and ideal natures and their reconciliation, and thus to reveal the human heart as it is and also to show it as it ought to be when its ideal is realized.

These five provinces—the two aspects of nature and the three aspects of spiritual man—are five substantial provinces of human learning which should be represented in the course of study at every stage of progress, from the primary school up to the college.

Sometimes it will happen that two provinces are embraced in one branch of study in the school; as for example, in the first year of the primary school, the branch of reading includes the theoretical department under the phase of language lessons, and also the aesthetical under the phase of literary character, which to some extent even the earliest reading lessons should have.

But a course of study would be radically defective which neglected entirely any one of these five departments. In fact, the instinct of educators rather than their deliberate judgment has prevailed in securing a well-rounded course of study in most classes of schools.

In primary education the five provinces are represented by (a) arithmetic (inorganic nature); (b) geography (which introduces the pupil to the organic phases of nature); (c) grammar (which covers up under a thin wrappage the logical laws of thinking); (d) history (presenting human will acting on a large scale and securing freedom to the individual); (e) literature (in the reading books, containing the gems of intense expression and statement found in the language).

In secondary education these five departments are continued, usually with the following representative studies:

(a) Higher mathematics and physics; (b) physical geography, or some one of its topics—as geology, botany, or physiology; (c) languages ancient and modern, and mental philosophy; (d) universal history and civil government; (e) literature and its history, and English composition.

It is readily seen that any one topic belonging to any one of the five departments, is in some sense representative of all the others. Any branch of mathematics, for example, is like all the others in treating of quantity and in dealing with exact demonstrations; it is moreover allied to any branch of physics—or to any branch relating to inorganic nature, because the quantitative aspects of inorganic nature are the most prominent ones—the measurement of size,

weight, density, rapidity of motion, etc., being mathematical processes.

So too, under the head of organic nature, any branch, say of botany, treats of a process in nature which moves in a cycle—a cycle of time, in this case; there is the seed, then the sapling, then the tree, then the seed again. So botany resembles zoology or physiology in the fact that it treats of living bodies. It also resembles even meteorology or astronomy in the fact that all its processes form cycles. In studying any one topic—say botany—therefore, all other topics of organic nature are represented.

In the selection of topics for the course of study it is comparatively a great neglect to omit all representation of a whole department, while it is a comparatively small one to omit one or more topics under a department already represented by some topic. If a pupil studies grammar, he learns the habit of mind which would enable him to seize and observe the facts of the science of mental philosophy.

Each branch properly studied is a discipline to the mind in the direction of the perception and comprehension of all the other topics which are kindred to it.

To learn arithmetic is to give the mind some power to view the world quantitatively. Even counting is an immense acquisition to the child or savage, and differentiates him by a wide gap of culture from the child or savage who cannot count.

There has been a wide-spread demand for change in the course of study in schools and colleges in order "to make the studies more practical." To meet this demand many colleges and high schools have "elective" studies. The pupil may select one branch of natural science in place of another, or one modern language in place of another. As long as these electives are so arranged that the symmetry of the course of study is preserved, and each department represented in a proper manner, there is no great injury done to the pupil. But if a branch of study relating to inorganic nature is substituted for one relating to organic nature, or still more for one relating to man, much harm may result.

Moreover, among the studies relating to theoretical man, the importance of ancient languages must not be ignored. The modern utilitarian spirit has done more to injure the symmetry of the course of study in this respect than in any other. Latin and Greek are supposed by it to be of no practical value—to have no influence upon the pupil in the way of giving him insight into the world in which he lives.

Inasmuch as the spirit of utilitarian protest has concentrated its attack upon the study of the ancient languages, objecting to Latin and Greek as "dead languages," entirely unfit for practical ends, and setting up its demand for some modern language in their stead, it becomes us to inquire narrowly into the exact relation of the study of Latin and Greek to a liberal education in our own time.

Why will not some modern language answer as well for the purposes of discipline and information as Latin or Greek?

In answering this question we must remember that the evolution of the civilization in which we live and move and have our being issued through Greece and Rome, on its way to us. We kindled the torches of our institutions, the watch-fires of our civilization, at their sacred flames. The organism of the State, the invention of the forms in which man may live in a civil community and enjoy municipal and personal rights,—these trace their descent in a direct line from Rome, and were indigenous to the people who spoke Latin.

In our civil and political forms we live Roman life to-day. That side or phase of the complex organism of modern civilization is Roman. Our scientific and æsthetic forms come from beyond Rome; they speak the language of their Greek home to this very day, just as much as jurisprudence and legislation pronounce their edicts in Roman words.

To assimilate this antecedent stage of existence, it is not sufficient to form an acquaintance with it by reading its history or literature in translations, although that occupation is of great value. The most rapid and complete assimilation of it is to be attained by the immediate contact with it in learning the languages of these ancient peoples. In learning to think in their idioms, and to give our thoughts their forms and words, we learn to see how the world looked to them, and can readily seize and appreciate the exigencies which gave rise to their forms and usages, for language is the clothing of the innermost spiritual self of a people.

We must, therefore, don the garb in which they thought and spoke, in order fully to realize in ourselves these embryonic stages of civilization. We know truly only what we have lived through. We must live it in our dispositions or feelings, then realize the forms which it takes on in the fantasy, that is to, say, in its art forms, and finally we must seize its principles abstractly by the understanding and concretely by the reason. The earlier stages of growth—those of feeling and fantasy—can be reached best through the natural sym-

bolism of the word. Each national spirit reveals itself through language.

Translation loses, in a large measure, this peculiar element of feeling and fantasy, although it retains the higher, abstract elements.

But for the purposes of explanation of our own life, it is essential for us to reproduce within ourselves, as nearly as possible, precisely those immediate peculiar elements of feeling and fantasy which constitute the germinal cell-growth of Roman and Greek character.

From the modern scientific idea of method, even that called Darwinism, we see the absolute necessity of mastering our history, in order to know ourselves. Just as the uncultivated person feels and knows his narrow circle, of sensations, desires, appetites, and volitions as his personal existence, his "ego" or "self," so the man of culture recognizes his identity with the vast complex of civilization, with the long travail of human history.

He looks at himself through the eyes of mankind, and sees himself in mankind. History is the revelation of what is potentially in each man.

If we now inquire what the substitution of a modern language—say German or French—for Latin and Greek would effect in the education of our youth, we must first consider the fact that a modern language stands to English in the relation of co-ordination, and not in that of pre-supposition.

English does not presuppose another modern language, as an earlier stage through which it has passed. As immediate facts, German and French stand in need of explanation through evolution, just as much as English does. Their civilizations are not embryonic stages of the English civilization, but rather repetitions of it. No one modern language is an embryonic type of another, nor does it present in its literature the embryonic form of the civilization of another people, even though it may be an "arrested development" of its own type of civilization.

Even the most materialistic science of our time hastens to caution us that we should never seek to know the individual by isolating him from his conditions. To know an individual scientifically, we must study it in its history. It is a part of a process. Its presuppositions are needed to make it intelligible. Only in the perspective of its history can we see it so as to comprehend it as a whole.

All modern Europeans, for the reason that they have derived their culture from Greece and Rome, must find their special culture-studies in Latin and Greek.

The embryology of modern civilization is to be found in the literature and institutions of those wonderful peoples.

The question of the course of study—involving as it does the selection of such branches as shall in the most effective manner develop the substantial activity as well as the formal activity of the child, is the most important question which the educator has before him; more important than that other question of the method of instruction, which justly claims so much attention.

The practice of offering to the pupil a choice between two or more courses of study,—so-called "practical" and "classical" courses,—is an occasion for the spread of error in regard to the function of the branches of learning.

It is not to be expected that the immature mind of youth can choose wisely in this most difficult of educational matters. Here, if anywhere, he must be guided by the wisdom of his instructors, who know the wants of the pupil and the best mode of supplying them.

A Striking Fact for Tax-Payers.

IT was shown by the records of the schools in Newport, R. I., for several successive years, as collated by the principal of the Rogers High School, that but a little over half the pupils of the intermediate departments enter the grammar schools.

That not more than 32 out of every 300 in the intermediate schools enter the first grammar grade; and that only 11 out of 300 go through the High School course.

Now this three-fold statement presents strongly the fact that our primary and intermediate schools must be carefully adjusted to this painful necessity, the very early closing of the child's school days.

The age of intermediate pupils will vary considerably: we may safely say in round numbers, from the age of eleven to fourteen, omitting all the exceptions.

Next the fact, and a sad, a solemn fact, for every lover of his country and mankind, that all these children, leaving school at or before the age of fourteen—then are educated and stocked—educated in powers of mind, and stocked with knowledge—as fully in many respects as they ever will be.

The powers of mind may and must be developed and matured afterward, but not by regular means and to the best advantage. The fund of knowledge laid up in school will be partially forgotten—yes, mostly forgotten in three years—and what is remembered, a small part, will be changed in various directions with many various

degrees of symmetry, conscious self-culture or mere necessity as the subsequent masters.

Whatever can be done to fit these children for their early battle with life, toil, care, is to be done well, and to be done as quickly as possible, or it will be too late.

We call the attention of all taxpayers to this one point, of earnestness and absolute determination that the best teachers possible, the best course of study possible—shall be provided for these children.

Remember the following reasons for sharp attention to teachers and studies of these grades—the interests of all parties, and the rights of all classes.

1. The school money is not well applied to half build a school house, but put on no roof and put in no floors. So if a mere framework or skeleton has been constructed mentally. To talk plain truths, the boy has got half through common fractions, but has not touched United States money. What is he fit to do?

The boy has only reached verbs in grammar, perhaps not as much, and has never been taught to think out nor to put together decent letters. What is he fit to do?

His very hand writing is the mere school-boy style, and neither graceful, legible nor rapid. What is he good for? An errand boy! All the foundation is yet to be laid by him, for he is useful only in feet and tongue and eyes as yet, and no thanks to the schools for that little.

What kind of a citizen can such a half-fledged child become?

2. The parents, who trust our educators, have a right to get much more than this, if the educating is really adapted to the pupil's wants and urgent needs.

3. The pupils are cruelly wronged, if thus crippled, maimed, enfeebled at the very start. Much better to deform the body, if the one or the other must be neglected or malformed.

4. The whole community is the loser, in the quantity and in the quality of the half-trained powers that escape from school into business and society and all human relations, in such a crude and nascent state—like premature births. The public welfare demands the best training of mind and body that can be attained. Does it secure this?

5. The mere money-maker and manager, the economist, the thinker, the merchant, the manufacturer, will not reasonably be expected from such young minds—ill-trained and ill-informed. Necessity is a hard teacher. Experience is a dear teacher. Ignorance is not the trait that secures success. Tastes are not often strongly developed for all manliness and

nobleness, but require more years of thought, study and culture.

Would a Prince of Wales be thus trained for the duties of a sovereign? Yet every child is one of the sovereign people, and ought to be splendidly qualified for such sovereignty.

300—11=289. Take care of the 289, or the 11 are ruined with the vast majority.

L. W. HART.

Statistics of Population, etc.

Total land-surface of the United States and Territories, 3,603,884 square miles. Total area of the United States and Territories, including the water-surface of the great lakes and rivers, 4,000,000 square miles. Total area of the Territories, 1,619,417 square miles.

The areas and populations of the large divisions of the world, as estimated by Behm and Wagner in 1878, were:

America, 15,807,000 square miles; population, 86,116,000.

Europe 3,821,000 square miles; population, 312,282,800.

Asia, 17,308,000 square miles; population, 831,000,000.

Africa, 10,941,000 square miles; population, 205,219,500.

Australia and Polynesia, 3,430 square miles; population, 4,411,300.

Total population of the world, 1,439,029,600.

HOW TO STUDY BOTANY.

No. 2.

NEXT, as to implements. Knife, glass, &c., do not need special mention here, but the book is of great importance. The only argument in favor of such a book as "How Plants Grow," which cannot be presented in favor of other works, is its cheapness, and the argument against it will be best appreciated further on.

If the pupil is to learn to analyse flowers, he needs a book in which he will find descriptions of the flowers that grow around him, and in any book of the scope of "How Plants Grow" he will find many common species and even genera left out.

Whenever any plant then is hard to trace, he can easily persuade himself it is not in the book, and there is thus introduced into his work an element of uncertainty that is damaging alike to his botanical accuracy and his botanical interest.

The descriptions are also necessarily brief, and therefore in many cases unsatisfactory.

The same argument applies, though to a much less extent, to "Field, Forest and Garden Botany," and similar works. The presence in these works also, of "Garden Botany," or descriptions of cultivated foreign plants, can

scarcely be considered a great advantage, as so many of these are materially changed by cultivation; while of the rest, there are so many closely allied species from different countries as to introduce another element of uncertainty, which to the young student is a great disadvantage.

Gray's "Manual of Botany," or Wood's "Class-book," are the only books I would recommend for use in class room or field work, and of the two I personally much prefer the former. The advantages it possesses over the other are the greater simplicity of its language without loss of perspicuity or scientific accuracy, and the fact that as Dr. Gray is the acknowledged botanical authority in this country, his dictum upon questions of classification may be more safely accepted than that of any other American botanist.

If practicable, then, use Gray's "Manual" or Wood's "Class-book," or, next better, the "Field, Forest and Garden Botany," or the "Botanist and Florist," or if these are out of the question, use "How Plants Grow."

Miss Youmans' First and Second Books do not come properly within the scope of these articles.

Now with a specimen of a complete flower in the hands of each member of the class, we examine the different parts, their shape and relative position, and apply a name to each; a figure drawn upon the board with the various parts named, will serve to fix these in the minds of the pupils.

By means of a cornstalk and a section of any woody stem, the principles of endogenous and exogenous structure may be taught, while the memory will supply material for such comparison of the leaves and germination of the corn and bean, for example, as will indicate still further the difference between these two classes of flowering plants.

With the manual open before us at the beginning of the key, we discuss our flower and place it under the exogens. A brief discussion of angiosperms and gymnosperms follows, which results in our calling this flower an angiosperm, and we proceed to consider the distinction between polypetalous, monopetalous and apetalous flowers.

The plant located in one of these divisions, we proceed with the analysis in such a way as to acquaint the class with the style of the work, while at each step every word whose meaning is not fully understood is traced back to the glossary, and if necessary to the lessons, new words being added to our vocabulary just as fast as needed and no faster.

We come in time to the family and its divisions, and the distinctions of family, genus and species are brought

out; the class then learn what the botanical name of the flower is and how to write it.

Differences in Time.

West of New York the local time is slower than at that place, and the differences at the places mentioned is indicated by the following a. m. figures, the time in New York being 12 o'clock, noon: Philadelphia, Pa., 11:56; Baltimore, Md., 11:50; at Washington, D. C., 11:48; Pittsburg Pa., 11:36; Columbus, Ohio, 11:24; Cincinnati, O., and Atlanta, Georgia, 11:19; Chicago, Ill., 11:06; New Orleans, La., and Memphis, Tenn., 10:56; St. Louis, Mo., 10:55; Kansas City, Mo., 10:37; Houston, Texas, and Omaha, Neb., 10:32; City of Mexico, Mexico, 10:20; Denver, Col. 9:56; Salt Lake City, Utah, 9:28; San Francisco, Cal., 8:47; Alaska, 7:11; Honolulu, S. I., 6:25; Sydney, Australia, 3:01; Jeddo, Japan, 2:16; Canton, China, 12:20.

East of New York the local time is faster. Thus, when it is 12 o'clock noon in New York, in Boston, Mass., it is 12:12 p. m.; Halifax, N. S., 12:42; Rio Janeiro, Brazil, 2:03; London, Eng., 4:56; Paris, France, 5:31; Rome, Italy, 5:46; Berlin, Germany, 5:50; Vienna, Austria, 6:01; Cape of Good Hope, Africa, 6:10; Constantinople, Turkey, 6:52; St. Petersburg, Russia, 6:57; Jerusalem, Palestine, 7:25; Bombay, India, 9:47; Calcutta, 10:49.

Unmailable Matter.

Please notice and remember that the following cannot be sent through the postoffice:

Liquids, poisons, explosives and inflammable articles, fatty substances easily liquefiable, live or dead animals (not stuffed), insects and reptiles, fruits or vegetable matter, confectionery, pastes or confections, and substances exhaling a bad odor, and every letter upon the envelope of which, or postal card upon which, indecent, lewd or obscene or lascivious delineations, epithets, terms, or language may be written or printed, and all matter concerning lotteries, so-called gift concerts, or other similar enterprises offering prizes, or concerning schemes devised and intended to defraud the public, or for the purpose of obtaining money under false pretences.

Reading, writing and arithmetic, are merely the means of acquiring knowledge; and one of the great causes why the schooling that has been given to the people has been so unproductive of improvement in their condition, is that it has consisted chiefly of words and not of things.

EVERY new generation is born to us direct out of Heaven; white as purest writing paper, white as snow; everything we please can be written on it; and our pleasure and our negligence too, is registered there.

It is true greatness to have in one the frailty of a man and the security of a god.

He who loves to read, and knows how to reflect, has laid by a perpetual feast for his old age.—Uncle Essek's Wisdom; Scribner for September.

HORSFORD'S ACID PHOSPHATE is especially serviceable in dyspepsia and all diseases following therefrom.

Recent Literature.

EXILE: A DRAMATIC EPISODE. By Lewis J. Block. St. Louis: G. I. Jones & Co. 1880.

It is a matter of congratulation that a local house should furnish such excellent typography, binding, and general execution as are presented in "Exile"; for we are encouraged to expect a near time in the future when St. Louis publications shall in all respects take rank with those of the most favored Eastern cities.

The purport of "Exile" would seem to be the conflict between the world of action and the world of the imagination. The Stranger, like the lover in Tennyson's "Maud," is drawn by a passion stronger than his reasonings; like Portia's suitors, he can offer all but what the nature of his mistress demands; but the solution of his problem is artistically more correct than that of Tennyson, for the Stranger finds himself valueless in the world of deeds, and is forced back into the realm of fancy.

The same conflict is artistically presented without repetition in the contrast presented by Ida and Alfred. Alfred is prosaic, but calculated to succeed in the world of everyday life; Ida impassioned, but living in the world of imagination.

While as has been intimated, we consider Mr. Block's presentation of his problem exceedingly happy, we cannot but think that he mistakes alike the nature of mankind, and the relation between thought and practical action.

The Stranger concludes his strife with himself in these words:

"O noblest Truth! to you is dedicate
My mind, my strength, my hope, my all of being;
You take I for my bride, you sole I love,
Upon your altar as a sacrifice
I shed my blood, and sink in wordless rest?"

Now it seems to us that the nature and office of thought are merely matters of definition, or else writers are prone to confound thought with any operation of the intellect. Surely if the philosopher has any distinctive office, it is to establish the principles which underlie human action, and to thus classify the objects to be sought by human achievement, and to suggest the means which an intelligent will must employ. The thinker is therefore not to withdraw himself from practical activities, nor still less to mistake the means of earning a living for the ends of life.

If the philosopher or poet so far mistakes his vocation as to regard with contempt the interests of the mass of the world, he may find "fit audience though few," but his efforts will do nothing to prevent the harmful antagonisms which are excited by contrasting a life so spiritual that it cannot earn its own support, with a life so sensuous that none but the possessor can see any reason why it should be continued.

While, however, we thus take exception to the problem stated by the poet, we can offer

none to his treatment of his theme. While an extract from a poem is as little representative as a leaf from a rose, we cannot refrain from citing the song sung by the young girl:

"I hear the waters call
Unto me;
Into a dream I fall
Of the sea;
I am borne in a slender boat
To where the moonset pallors float.

The white stars in the sky
Glint and gleam;
I hear no voice nor cry,
Save the stream
That is bearing me swiftly afar
Past earth's remotest bound and bar.

The moon rests on the sea,
Silver white,
And shines in strangest glee,
Subtly bright;
I pass to the viewless line
Where moon and transe'd sea combine.

I am the Lady Moon,
And the sea,
I am the dim-toned tune—
Utterly—
The waves and the flakes of light
Making bend down the blue-roofed night.

I die into a dream
Lighted dim,
I am the fitful stream
Of the hymn
The sea and the moon and the night
Fashion for joy and pure delight."

H. H. MORGAN.

THE September number of the "North American Review" contains, among other interesting articles, one by Gen. John W. Clappitt, the surviving member of Mrs. Surratt's counsel, who writes upon The Trial of Mrs. Surratt. The author sincerely believes that Mrs. Surratt was innocent of the crime for which she suffered death, and expresses himself feelingly. "The Personality of God" is treated by the metaphysical writer, W. T. Harris. R. B. Forbes gives some valuable suggestions in reference to "Steamboat Disasters." The Rev. Edward Everett Hale follows with a paper upon "Insincerity in the Pulpit," that will hardly fail to draw some protests from his brother clergymen. The number closes with a review of several recent works on the Brain and Nerves, by Dr. George M. Beard.

The paper in the July SCRIBNER, "Does Vivisection Pay?" meets with a temperate and readable reply entitled "The Value of Vivisection," by Dr. H. C. Wood, Clinical Professor of Diseases of the Nervous System in the University of Pennsylvania. That Catholic institution, "Georgetown College, D. C." is described by D. A. Casserly, and illustrated by Sheppard, Blum, Vanderhoof, and others. A. R. Macdonough contributes an essay [with portrait] on "Richard Henry Stoddard," and Lina Redwood Fairfax a story, "Hickett's Hollow." "Peter the Great" and the "The Grandissimes" are continued; the former, which is fully illustrated, describes the German suburb of Moscow during Peter's time, its influence on Russian manners and customs, and Peter's friends and life therein. The poetry of the number is by Emma Lazarus, Dora Read Goodale, Mary L. Ritter, E. D. R. Biancardi and others. In "Topics of the Time," Doctor Holland discusses "The Presidential Campaign" and "Dandyism"; "Letters to Young Mothers" are continued in "Home and Society."

"MR. PICKWICK and Nicholas Nickleby" is the attractive title of the opening illustrated paper in "Scribner's" for September; the actual scenes of two of Dickens' most popular works being here portrayed.

Good Hotels.

Hotel accommodations for travelers are of the greatest importance to persons who have to move about the country on business, or to visit Niagara, Saratoga, White Mountains, Coney Island, Long Branch or other summer resorts. "Just where to go" is what every man wants to know when he leaves home. The Grand Union Hotel, opposite Grand Central Depot, New York city, is a very popular resort, because the attendance there is prompt and satisfactory. The charges are reasonable and the menage complete; try it. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city. Be careful to see that Grand Union Hotel is on the sign where you enter.

"Culture and Progress," in SCRIBNER for September, contains reviews of White's "Everyday English," Howell's "Undiscovered Country," and other new books; "The World's Work" contains an account [with diagram] of the invention of a new hot-air pumping engine, and the first complete description that has yet been published of Prof. Mayer's Topophone; "Bric-a-Brac" continues "Uncle Essek's Wisdom," and contains "The Ballade of the Candidate," etc.

ST. NICHOLAS for September contains Miss Alcott's serial "Jack and Jill," which takes its young people through fun and mishap beside the sea. W. L. Sheppard narrates how cedar logs are mined out of sunken marshes; "Boll's Runaway," illustrated by E. B. Bessell, tells how a kite flew out to sea, towing a boy in a small boat; "The Lesson of Walnut Creek," with two pictures, shows the advantage of girls knowing how to swim; "The Naughtiest Day of my Life," with two pictures by Robert Lewis, is the first half of a characteristic story by H. H.

Boys will find interest and instruction in Mr. Barnard's "Talk about the Bicycle," with its nine pictures.

There are also in this number a description of the "Girls' Swimming Bath," with several pictures, by Miss C. A. Northam; "Chased by a Hoop-Snake," one of "The Major's Big-talk Stories," with a funny illustration by Miss S. A. Rankin; several comical pictures, a number of poems, a Young Contributor's Story [The Bicycle Boys], two pages of large type and pictures for very little readers, and the usual departments, "Jack-in-the-Pulpit," "Letter-Box," and "Riddle-Box."

ESTES & LAURIAT of Boston, advertise a few of their "Important New Books" on another page of the JOURNAL, but they have a large and valuable list in addition to these. We hope our teachers and others will send for catalogues and put some of these works into the "Reading Clubs" now being organized.

Drop them a line and get a catalogue.

Johnson's New Universal Cyclopedia. A few sets have been left at this office for sale on reasonable terms. Address B., care "American Journal of Education," St. Louis.

The Oldest and Best.

The Illinois Central Railroad is fast developing into a very popular route between St. Louis and Chicago.

Its through coaches are surpassed by none, and its Pullman sleepers, which leave Chicago and St. Louis every night in the week, were built expressly for the business, and are models of beauty and excellence. In addition to these advantages, the road presents a continuous line of steel rails between its termini, and a stone ballasted road bed. No fear of accidents and no dust. Those using the line once never try any other.

Agency Commercial Colleges. Scholarships for sale in all the leading commercial colleges of St. Louis. You will save money and get valuable information by addressing this office before investing. B.

The more virtuous a man is, the more virtue does he see in others.—Uncle Essek's Wisdom; Scribner for September.

HORSFORD'S ACID PHOSPHATE For Nervousness.

JOHN Y. SIMPSON, M. D., of Monterey, Iowa, said: "The Acid has—use the lady's own expression, to whom it was given as a Nerve Tonic,—made me a new nervous system."

Manual Training School—Washington University.

The first regular session of the school will open on Monday, September 6, 1880, at 9 o'clock a. m.

All candidates for admission will be examined on that day.

Applications for admission may be filed at any time. Should the number of properly qualified candidates exceed the proper limit of a class, pupils will be admitted in the order of their application.

All candidates must bring certificates of good moral character and honorable standing in other schools.

CONDITIONS OF ADMISSION.

Candidates for the first-year class must be at least fourteen years old. They will be examined in:—

Arithmetic, including: the fundamental rules; common and decimal fractions; the tables of weights and measures, and their use. Candidates will be examined orally in mental arithmetic, including fractions and the multiplication-table up to twenty.

Common School Geography. Spelling and Penmanship. The writing of good English. The course of shop work concludes with the execution of a "Project," consisting of the actual construction of a machine or structure from a set of working drawings.

THE EXERCISES OF THE SCHOOL.

Will require the entire time and attention of the pupils for three years of 40 weeks each. There will be, daily, two recitations of one hour each, a drawing exercise, a study hour, and about three hours of shop-work. No pupil will be excused from shop-work, unless on actual trial he shows he has the requisite skill. No pupil will be excused from any branch of study except on passing a rigid examination on the same.

Pupils will furnish their own books, drawing-utensils, and pocket-rules; the school will furnish shop-tools and materials, and will own all finished work.

All the shops of the school are fitted up in the very best manner. The machine tools are driven by a powerful Corliss engine. The instruction in the theory and use of tools will be given by skilled workmen. No articles will be made to sell, and no pupils will be paid for their work.

The Manual Training School is not a mere work-shop; the head is to be trained even more carefully than the hand. Specific trades will not be taught. It is not expected that every boy who attends the school will become a mechanic, but there is reason to believe that a boy's experience in the school will clearly indicate whether he is fit to become a mechanic or not.

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For the first year, per term	-	\$30 00
For the second year, per term	-	40 00
For the third year, per term	-	50 00

The Managing Committee of the School are:—

Edwin Harrison, at the office of Messrs. Chouteau, Harrison & Valle, 941 North Second Street.

John T. Davis, at the office of S. C. Davis & Co., 505 Washington Avenue.

H. W. Eliot, at the office of the Hydraulic Press Brick Co., 701 Pine Street.

Samuel Cupples (by letter), Second and Chestnut Streets.

G. Conzelmann, 214 North Fifth Street.

C. M. WOODWARD, Director.
WM. G. ELIOT, Chancellor.
Washington University, Ang., 1880.

APPLETONS' READERS

COMMENDED BY THE PUBLIC SCHOOL TEACHERS OF ST. LOUIS, MISSOURI.

Their adoption earnestly urged. Potent reasons why a change should be made.

FRANKLIN SCHOOL, St. Louis, June, '80.

We, the undersigned teachers, have critically examined the Appletons' Readers with which you have favored us, and are greatly pleased with them. They embody all the best features of the best modern works of the kind. The methods adopted, beginning with the First Reader and succeeding, according to the pupil's advancement, are excellent.

The phonetic system here used is sensible. The teacher is not compelled, constantly, to violate her own conscience by saying that things are so, which are not so at all, as, "ing, silent g." A large number of excellencies in the Appleton Readers might be indicated in contrast with the very imperfect phonetic system found in the McGuffey series now in use. The objectionable features of the McGuffey system (?) are so striking as to call forth daily protests from every sensible primary teacher in the St. Louis Public Schools.

The old fogies compelled Galileo to say that the world does *not* move, but he knew that it did. We have long been wishing that it would give one tremendous lurch some day, and free us from the old Leigh and McGuffey Readers. The peculiar type in which the Primer and First Reader of the old books are printed, and the method of indicating silent letters, have seriously injured the eyesight of at least one generation of children.

This one thing demands the attention of intelligent school boards. No money can ever compensate for this one injury.

The best oculists and opticians testify to an alarming increase of myopic and other optical diseases among school children.

Appletons' Readers present a clear and large type that is beautiful and restful to the eye. The silent and combined letters are indicated in a way that is simple, and cannot confuse either the eye or the mind.

The selections in each book are fine, full of lively interest, and may be called classic literature, so that, as the pupil learns to read he becomes acquainted with, and imbibes a taste for, the best kinds of English literature.

The books abound in valuable instructions and hints useful to both teacher and student.

Art has adorned every page with beautiful type and engravings.

The books meet the wants of children, but never descend to silliness. They will bring the inspiration of new life into our school rooms.

We are heartily weary of the Leigh McGuffey series. They never possessed any richness or juiciness, but are as devoid of interest and freshness as a dried, green persimmon—as stiff as the ancient "blue laws" of the State of "wooden nutmegs." We rejoice that there is a "coming book," and we earnestly hope it may reach

us some time during the present century.

The men who have put their hearts and earnest labor into the work of preparing Appletons' series, so thoroughly eradicating all fault and error, deserve the grateful thanks of all educators. They have done a most noble work.

Accept our most hearty commendations and desire for the success of Appletons' Readers.

Very Respectfully, SYLVIA BROWN.
[Signed] Mary J. Kean, Emma A. Abbott, S. J. Milligan, F. H. Wright, M. S. Pryor, A. P. Dudley, Luella Richards, Anna E. Pinckard, Mary A. Hogan, Belle Sherrick, Emily J. L. Meier, Carrie L. Grumley, Martha J. Gilbraith, Elizabeth J. R. Messenger, Juliet E. Woodson, C. W. Sanborne, Mary D. Spargo, Charles F. Kirchner, M. A. Chajin, Henning W. Prentis, W. H. Schuyler.

From Susie T. Blow, the Successful Kindergarten Instructor.

"Appletons' School Readers need no word of praise. They are their own sufficient recommendation."

Pestalozzi School.

St. Louis, June 17, 1880.

We have examined Appletons' New Readers and compared them with those we are now using. We give them the decided preference and recommend their adoption. Among their many merits we would mention: The varying, interesting, and suitable character of the lessons. They are well calculated to chain the child's attention and awaken his thought. The excellent method by which analysis and elocution are systematically taught. The reviews and chapters on the art of reading are well adapted to teach the child how to study, and will also assist the teacher in proper methods of instruction. The use of diacritical marks instead of arbitrary Phonetic print. The introduction of Script in the first and second books. The absence of moralizing and abstract ideas beyond the child's comprehension. Hoping that St. Louis will favor their adoption, we remain, respectfully, ROSE E. FANNING, Principal.

S. G. Mills, Emma H. Fenton, Sophie G. Mills, Mary I. Atkinson, Clara E. Calhoun, Mary J. Atkinson, Kate Trevor, Mary A. Harry, Janette W. Smith, Kate Doyle.

Ashland School.

May, 1880.

I am acquainted with no similar series of school books possessing so many points of merit as Appletons' School Readers. LOUISA BOGGS, Principal.

Divoll School.

June 8, 1880.

Appletons' Readers have some excellent features, which ought to secure for them a wide popularity.

Among others I notice: 1st. The use of diacritical marks to exhibit the

pronunciation of words. 2d. The language lessons. Properly used, these cannot fail to be of very great value. 3d. The notes "for preparation." These are not only instructive but exceedingly suggestive and stimulating. 4th. The idea of scattering the lessons on elocution (of which it is sufficient praise to say that they are by Mark Bailey) through the books, instead of putting them all in the introduction, seems to me to be an excellent one.

A. F. HAMILTON, Principal.

We, the undersigned, teachers in the Divoll School, heartily concur in the above testimony.

Jennie L. Whedon, Sophie I. Martin, Mary V. Bolt, Lizzie S. Sanders, H. F. Bryan, Ella Pryor, E. B. Frederick, B. M. Chappelle, L. A. Dwyer, M. F. Salisbury, E. F. Kendall.

Irving School.

June 7, 1880.

The more critically I examine Appletons' Readers, the more strongly am I impressed with their great excellence as text-books. They are not only well graded, but carefully adapted for thorough teaching. Their use will make intelligent readers, and their adoption would improve our schools, as they are not mere compilations but are carefully thought out. Their influence as educational factors must be far-reaching and beneficial.

T. R. VICKROY, Principal.

We heartily concur in the opinion of our Principal, and would be delighted to have the privilege of using such excellent books in our work.

Maggie McLaughlin, Maggie F. Baker, Jennie W. Hunt, Crosie C. Jones, Katie A. Cochran, Estelle Maxson, Emilie Bausch, Lillian W. Nelson, Katie Schulheis, Sarah E. Dillon, Elizabeth T. Gould.

After an examination of Appletons' New Readers, we unhesitatingly pronounce them superior to all others with which we are acquainted.

Their adoption and use in St. Louis schools would greatly benefit both teachers and pupils. We earnestly recommend their adoption.

Eliot School.—Rebecca Taylor, Augusta Murtfeldt, Carrie B. Wright, Mary E. Dean, Ella Baxter, Mary J. Brady.

Everett School.—F. G. Jordan, M. E. Teernon, Sallie N. Gates.

Peabody School.—Mary E. Goodin, Jennie Harris, Emily H. Denman, Margaret Lawitzky, Anna Boyden.

Penrose School.—Charlotte M. McBurney, Clara Bodecker.

Pope School.—I. B. Nixon, Jane Halliday, Louise T. Rowe, Jos. Hoeflinger.

Jefferson and Jefferson Branch.—Margaret A. McClure, Prin. Julia Buckley, Laura E. Milligan, Esther H. Campbell, Missouri M. Van Fossen, Catharina Scales, Jenny M. Lowry, Jennie M. Badgley, L. D. Tappan, R. McClure, Jennie A. Hudson,

Alice L. Marsh, M. Nolan, Sophie J. Jasper, Anna I. Francis, Ellen Devoy, M. A. Hughes, Lottie Frisbie.

Carroll School.—Mary E. Lackay, Head Ass't; Emma Kayser, Isabel Gillies, Sallie E. Hook, E. E. Parr, Alice V. Brison, Belle L. Johnson, Claudina Meyer, Carry Buckingham, Henrietta Bland, Segrid Smith.

Charles School.—Carry L. Bryant, Lida J. Trumbull, Anna Stickel, Matilda Kann, Mary A. Culkin, Lizzie B. Hammon, Annie Wolf, Jennie T. Dunlap, Jennie M. Lampton, Bettie W. Lampton.

No. 2, Twelfth and Brooklyn.—I unhesitatingly commend Appletons' Readers. J. H. RECTOR, Prin.

Humboldt School.—Ella E. Campbell, Mary E. Stoffel, Tecla M. Schmit, Sarah V. Batchelor, Mary L. Fairchild, Ella M. Scott, C. E. Histed, Mary L. Spies, Julius Bueckling, Clara F. Patterson, Lucy W. Bland, Lillie Balmer.

O'Fallon School.—Lucy D. Low, Carrie Van Amburgh, Emma C. Howell, Mary Lynch, Hetty H. Parsella, Esther Mills, Julia A. Brennan, Ann Martin.

Sheppard School.—Anna S. Grant, Prin.; R. Wilcox, Ida F. Woodruff, Antoinette Mizko, C. C. Thomas, J. Reid, Rosamond Thul, C. I. Peters, Fannie E. Spies, Lena C. Gates, A. E. Lightburn, Kate C. Haus, L. Berg.

Sumner High School.—Fredrica F. Jones, S. W. Lott, Fannie L. Patterson.

Stoddard School.—Abbie L. Tower, A. R. Gillette, H. C. Platt, M. I. Spalding, Mrs. M. B. Cushman, Frances B. Gruber, H. M. Cogswell.

Douglas School.—Gertrude Garrigues, Eugenia Felix, Sarah R. Handy, Mrs. H. B. Brown.

Lyon School.—Ella S. Fargo, Maria C. Franklin, J. V. Garrigues.

Clay School.—Peter Herzog.

Clinton Branch.—Mrs. Cora W. Morus.

Clinton School.—L. M. Armstrong,

Ida Boyden.

Bell Avenue School.—M. L. Williams, Principal.

Compton School.—Stella M. Felton.

Gardenville School.—Lucy A. Harrington.

Chouteau School.—Haley Childs,

Mary E. Holton, Laura M. Hampson,

Louise E. Black, Maggie J. Dunn.

Rock Springs School.—Ella A. Dean, Josie M. Hunt.

Blow Kindergarten School.—Cornelia L. Maury, Director.

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ville Mackey, Alice M. Gordon, Clara

J. Peal, Menie Tanner, Julia Overton.

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sick, H. G. Pheill, Julia M. Kelly, A.

L. Matthews, M. Moylan, M. S. Stew-

ard, H. C. Clements, M. L. Dickson,

A. Gimbel, L. Johannsen.

Laclede School.—Eliza C. Dunham,

Huldah A. Eaton, Margaret L. Brew-

er, Emily L. Coulahan, Jessie E.

White, Leonora H. Flach, Sophia J.

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E. Fishwick, Allie Eicke, Ella V. Baker, Alice D. Smith, Julia O. Allen, Amelia Rotteck, Mary E. O'Leary.

Madison School.—W. M. Bryant, Principal; Elizabeth Waugh, Sallie A. Stephens, Laura Hinchman, Bertha Langsdorf, M. E. Alexander, Dorothea Brand, Sallie M. DeCamp, Eliza C. Greene, Josie B. Hahn, Minnie Hackstaff, Minnie Schreier, Catherine Peckham, Clothilde Kuh, Joanna Carrole, Theresa E. Weigel, Ellen C. Clement, Ida E. Mock, Kate T. Fay, Bertha von Ende, Emma C. Meyer, Carrie E. Ware, Georgie Stephenson.

Meramec School.—Annie E. Kuno
New Madison School.—Bertha von Ende, Ellen C. Clement, Carrie C. Ware, Eliza C. Greene, and numerous teachers in other schools.

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G. I. JONES & Co. hear so frequently and so favorably from the advertisement of their *new text books* on the first page of this journal, that they order it in once more, so as to give all a chance not only to see what they publish, but to notice terms for examination.

Better look it over again.

THE school teachers of St. Louis, who have helped to make the schools of this city famous the world over, give potent reasons for the general adoption of *Appletons' Readers*, as you will see if you look over page 13 of this issue, carefully.

Don't fail to look carefully over that list of valuable books for schools, academies and colleges, and private libraries as well, by Houghton, Mifflin & Co. of Boston.

You will find it full and special on page 16.

Important Change.

The Louisville & Nashville ahead of them all! Double Daily Trains to Nashville and all points South and Southeast.

Taking effect Sunday, Aug. 22, the Louisville & Nashville Railroad change time, as follows: Fast train leaves St. Louis Union Depot at 7:45 a. m.; arrive at Nashville 11:15 p. m. same day; Chattanooga, 6:20 a. m.; Atlanta, 12:40 p. m. next day. Leave Atlanta at 3 p. m.; Chattanooga, 8:30 p. m.; Nashville, 3 a. m.; arrive at St. Louis at 7:30 p. m. same day. Through Pullman sleeper between Henderson and Chattanooga.

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Arkansas Official.

DEPARTMENT OF PUBLIC INSTRUCTION, OFFICE OF SUPT.,
LITTLE ROCK, Ark., August 7, 1880.

To School Officers and Teachers:

In accordance with Section 34 of "An Act to maintain a system of Free Common Schools for the State of Arkansas," I recommend the following text-books for use in the Public Schools of this State:

Spelling—Swinton's Word-Primer, Word-Book and Word-Analysis.
Reading—Appletons' Readers.
Dictionary—Webster.
Penmanship—Model Copy-Book (Goodman's Patent).
History of the United States—Quackenbos.
General History—Swinton's Outlines.
Grammar—Quackenbos' Illustrated Lessons in Our Language, and English Grammar.
English Literature—Hunt.
Geography—Cornell.
Arithmetic—Ray.
Algebra—Ray.
Geometry—Schuyler.
Latin Series—Harkness.
Rhetoric—Hart.
Logic—Schuyler.
Book-Keeping—Bryant & Stratton, Common School.
Civil Government—Townsend.
Political Economy—Chapin.
Natural Philosophy—Wells.
Botany—Steele.
Physiology—Steele.
Chemistry—Steele.
Astronomy—Steele.
Geology—Steele.

TEACHERS' AIDS—Jewell's School Government. Ogden's Science of Education. Ogden's Art of Teaching. Hailman's History of Pedagogy. Northend's Teacher and Parent. Wickersham's School Economy. Page's Theory and Practice of Teaching. Northend's Teacher's Assistant. Swinton's Rambles Among Words. Trench's Study of Words. Richard Grant White's Words and Their Uses.

The newspapers of the State will confer a great favor on this department by publishing this list. Very respectfully,
JAS. L. DENTON, State Supt. of Public Instruction.

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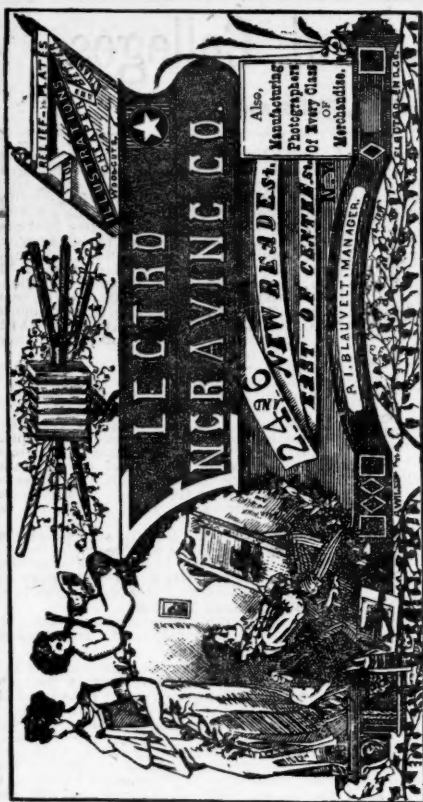
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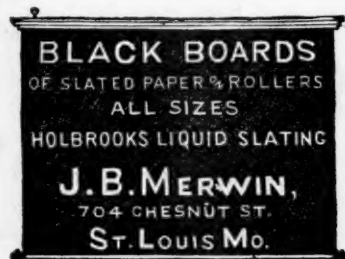
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The Blackboard has now become an indispensable article, not only to School Teachers and Sabbath School superintendents, but also to all classes of instructors, including mothers at home, lecturers and professors, and it is admitted by all, that in no way can impressions upon the memory of the children be made so lasting, as by means of illustration upon the blackboard. Superintendents of Sabbath Schools will find the style "A" blackboard peculiarly adapted to their wants, as the illustrations may be drawn at leisure during the week, and the board then rolled up and carried in the hand to the school.

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